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ABSTRACT

This report outlines strategies, developed by a state-legislative committee, for reducing the dropout rate in Colorado. The committee also investigated alternative methods of completing a high-school education program and ways of stressing the importance of education to Colorado youth. To gather information, testimonies provided by students, teachers, administrators, counselors, academic researchers, and Colorado Department of Education officials concerning the dropout problem were secured. Information was also gathered on teacher preparation and training, the truancy process, and research that examined at-risk youth and their needs. Based on findings, the committee recommended six bills for consideration in the 1999 legislative session: (1) end both educational clinics for public-school dropouts and the Second Chance Program for problem students; (2) require school districts to evaluate and determine whether a student has an emotional or communicative disorder; (3) raise the upper age for compulsory education from 16 to 17 years; (4) identify gifted students; (5) require the state board of education to adopt rules requiring better definitions of dropout and district transfers; and (6) implement three dropout-prevention strategies, such as mandating that each school include a dropout-prevention plan in its annual accountability plan. The full text for each bill, along with each bill's fiscal impact for the state and the district, is provided. (RJM)

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Study of the

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Report to the

COLORADO

GENERAL ASSEMBLY

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K. Stewart

Colorado Legislative Council
Research Publication No. 443
November 1998

EA 029 773

RECOMMENDATIONS FOR 1999

STUDY OF THE DROPOUT RATE IN SECONDARY SCHOOLS

Report to the
Colorado General Assembly

Research Publication No. 443
November 1998

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November 1998

To Members of the Sixty-second General Assembly:

Submitted herewith is the final report of the Study of the Dropout Rate in Secondary Schools. The interim committee was created pursuant to Senate Joint Resolution 98-33 to review the dropout rate in Colorado and to assess ways in which it might be reduced.

At its meeting on October 15, 1998, the Legislative Council reviewed the report of this committee. A motion to forward this report and the bills therein for consideration in the 1999 session was approved.

Respectfully submitted,

/s/ Representative Chuck Berry
Chairman
Legislative Council

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STUDY OF THE DROPOUT RATE IN SECONDARY SCHOOLS

Members of the Committee

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Vice Chairman
Senator Ken Arnold
Senator Rob Hernandez
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Executive Summary

Committee Charge

Pursuant to Senate Joint Resolution 98-33, the Interim Committee to Study the Dropout Rate in Secondary Schools is charged with studying issues pertaining to the dropout rate in Colorado. Specifically, the committee is directed to consider strategies to reduce the dropout rate, alternative methods of completing a high school education program, and means of stressing the importance of education to Colorado youth. In addition, the committee is required to study methods of helping at-risk students overcome the educational barriers that face them due to their socioeconomic status or inability to communicate in English.

Committee Activities

The committee held four meetings and received testimony on issues relating to the dropout problem from students, teachers, administrators, counselors, and academic researchers, as well as representatives of the Colorado Department of Education. In its review of existing programs for students at risk of dropping out of school, the committee heard testimony from students, teachers, and administrators from Colorado's Finest Alternative School, Englewood; the Colorado Youth ChalleNGe Corps; Denver Public Schools; Gateway High School, Aurora; and West Valley School, Pikes Peak Board of Cooperative Services. In addition, a discussion of apprenticeship opportunities was held with a representative of the Colorado AFL-CIO.

In its efforts to focus on varied aspects of the dropout problem, the committee also heard testimony regarding teacher preparation and training from a representative of the Sheridan School District and testimony regarding the truancy process from a representative of the Littleton School District. In addition, researchers from the University of Colorado at Boulder presented academic findings on at-risk youth and on the types of programs that best respond to their unique needs.

Committee Recommendations

As a result of committee discussion and deliberation, the committee recommends six bills for consideration in the 1999 legislative session.

Bill A — Repeal of Educational Clinics for Public School Dropouts and the Second Chance Program for Problem Students. Bill A repeals the statutes establishing educational clinics for public school dropouts and the Second Chance Program for Problem Students.

Bill B — ADD screening for disruptive children. Bill B requires a school district, in the course of developing a remedial discipline plan, to evaluate and determine whether the student has an emotional disorder or an identifiable perceptual or communicative disorder that may be considered a disability.

Bill C — Raising the age for compulsory education. Bill C raises the upper age of compulsory school attendance from 16 years to 17 years.

Bill D — Identification of gifted students. Bill D requires each school district to provide an addendum to its plan for educating students with disabilities that will cover gifted children. Specifically, the bill requires each school district to adopt policies to ensure that any student who provides indications that he or she may be gifted receives an appropriate evaluation and, if appropriate, an individual education program (IEP).

Bill E — Dropout definition and district reporting. Bill E requires the State Board of Education to adopt rules to require school districts to report the enrollment of transferring students in order to more accurately identify dropouts. The bill also modifies the definition of a dropout and expands the definition of approved educational programs.

Bill F — Dropout prevention strategies. Bill F implements three dropout prevention strategies: 1) requires each school to include a dropout prevention plan in its annual accountability plan; 2) allows a court in a truancy proceeding to require parental participation in parenting classes; and 3) allows expansion of the state grant program for in-school or in-home suspension programs.

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Statutory Authority and Responsibilities

Pursuant to Senate Joint Resolution 98-33, the Interim Committee to Study the Dropout Rate in Secondary Schools was established to review the dropout rate in Colorado and to assess ways in which it might be reduced. The committee is composed of six members of the General Assembly (three from the Senate and three from the House) and three members appointed by the Governor representing a minority community, the Colorado Department of Education, and a school district. The resolution directs the committee to consider the following issues:

- methods to reduce the dropout rate in Colorado schools and to increase the percentage of young adults who complete a high school education;
- alternative methods of completing a high school education program;
- means by which to stress the importance of education to the state's youth and to urge them to obtain a high school education; and
- methods of assisting students to overcome the educational barriers that face them due to their socioeconomic status or inability to communicate in English, or due to their background, which may lack adequate support and resources necessary for their educational well-being.

Committee Activities

Defining the Dropout Rate

Definition. In approaching the dropout problem, the committee studied how Colorado law defines a dropout and how the dropout rate is calculated. Colorado law defines a dropout as a person who leaves school before completion of a high school diploma or its equivalent and who does not transfer to another school or home study program. The dropout rate in Colorado is an annual rate, reflecting the percentage of all public school students in grades 7-12 who leave school during a single school year. A student who leaves school and returns and drops out again within a single school year is counted only once. However, a student who drops out a second time in a subsequent school year will be counted a second time. The dropout rate does not include expelled students. The committee discussed whether the definition of a dropout needed to be amended to be made more precise and learned that there is variance among states in the way that dropout rates are calculated and reported.

Tracking and reporting. The committee heard testimony from the Colorado Department of Education and from high school principals and administrators that insufficient tracking of transferring students may, at times, pose a problem for school districts and result in an inaccurate dropout count. If a student transfers to another school and fails to inform his or her original school, the original school must, under current reporting requirements, count the student as a dropout rather than as a transfer.

Recommendation. The committee recommends Bill E, which amends the definition of a dropout to mean a student who has been absent from class for six consecutive weeks or more in any one school year. Bill E also requires the State Board of Education to adopt rules requiring school districts to report the enrollment of transferring students within the state.

Review of Existing Dropout Prevention Programs

Reviewing statewide programs. The committee reviewed and heard testimony on several existing dropout prevention programs. Representatives from the Colorado of Department of Education (CDE) reported on the status of a number of statewide programs, including the Colorado Preschool Program, Educational Clinics for Public School Dropouts, the Second Chance Program, and In-School Suspension Programs. CDE, as well as researchers from the University of Colorado, presented data and evaluations of both state and national drop-out prevention programs.

Educational Clinics for Public School Dropouts. The committee heard testimony indicating that two programs created in statute may no longer be necessary. The educational clinics program allows students who have dropped out of a public school to

satisfy attendance requirements by attending a clinic offered by a private institution. Currently there are no approved educational clinics for public school dropouts. CDE testified that there have been problems in the past with private schools offering educational clinics and enrolling students in the private schools, creating the impression that the private school's diploma was approved by CDE, which it was not. CDE subsequently heard from dissatisfied parents and students regarding this program.

Second Chance Program for Problem Students. The Second Chance Program for Problem Students allows students who have dropped out of high school to enroll in a school district offering a Second Chance Program. CDE testified that the Second Chance Program may no longer be needed because students now are allowed choice in school enrollment through the Public Schools of Choice law.

Alternative schools. Students, teachers, counselors, and administrators from alternative schools in the Denver and Colorado Springs areas provided testimony on the reasons that students become at risk for dropping out of traditional public schools and on the effectiveness of some alternative schools. Colorado's Finest Alternative School in Englewood, West Valley School under the Pikes Peak Board of Cooperative Services, and the Youth ChalleNGe program under the Department of Military Affairs, were three schools and programs for at-risk students that have shown high rates of success.

Recommendation. The committee recommends Bill A, which repeals the Educational Clinics for Public School Dropouts and the Second Chance Program for Problem Students in statute.

Strategies to Reduce the Dropout Rate

Addressing students' needs. The committee heard testimony, particularly from students and school officials, about effective methods of keeping students in school and about the special needs of some students that may need to be addressed in order to keep them in school. Students who testified, most of whom had dropped out previously or were at risk of dropping out, spoke, in particular, of the importance of parents or adults at school demonstrating an interest in their lives. Students also indicated that schools should be aware of students who need extra challenges or who have special needs.

Enforcing attendance. The committee discussed the effectiveness or ineffectiveness of possible sanctions, such as revocation of driving privileges, against students who drop out of school. The committee heard testimony about truancy proceedings and the enforcement of compulsory attendance. There was also testimony from students and officials from Gateway High School in Aurora about the implementation of an In-School Suspension Program. The committee learned that identifying and assisting at-risk students through In-School Suspension *before* they are expelled or drop out may be an important dropout prevention strategy.

Recommendations. The committee recommends Bills B, C, D, and F. Bill B requires that an evaluation for emotional disorders be conducted in conjunction with a habitually disruptive student's remedial discipline plan. Bill C raises the age for compulsory school attendance from age 16 to 17. Bill D mandates that each school district adopt policies to evaluate students who may be gifted and determine whether they would benefit from an individual education program (IEP).

Bill F implements three dropout prevention strategies. The first strategy requires that schools include a dropout prevention plan in their annual accountability plans and that school districts establish a district dropout prevention plan. The second strategy allows the court in a truancy proceeding to require parental participation in parenting classes. The third strategy authorizes expansion of the state grant program for in-school or in-home suspension programs.

The committee also recommends that dropout prevention be given consideration by the House and Senate Education Committees during the legislative session. The committee recommends that the House and Senate periodically review data on the dropout rate and evaluate the effectiveness of existing programs.

Other Issues Discussed

Academic research on at-risk youth. Researchers from the University of Colorado at Boulder briefed the committee on research they have conducted, including the assessment of successful dropout prevention programs and the identification of risk and protective factors that differentiate dropouts from students who stay in school.

Apprenticeship opportunities. The committee heard testimony from a representative of the Colorado AFL-CIO on current apprenticeship opportunities for young adults. The committee discussed the importance of offering technical and vocational education and the issues surrounding the expansion of apprenticeship programs.

Conditions in the classroom. Teachers and students testified on current conditions in some public school classrooms. Smaller classes and the purchase of up-to-date textbooks were some of the issues that those testifying felt should be priorities for the legislature.

Preschool and early childhood education. The committee heard testimony about the strong link that exists between preschool/early childhood education and later success in school. Some researchers and policymakers feel that ensuring solid preschool education is one of the best dropout prevention strategies.

Teacher preparation and training. The committee was briefed on Sheridan School District's teacher preparation program and on the Gallup Organization's Study of Effective Teachers. Discussion centered on the role that good teachers can play in keeping at-risk students in school.

Summary of Recommendations

As a result of the committee's activities, the following bills are recommended to the Colorado General Assembly.

Bill A — Repeal of Educational Clinics for Public School Dropouts and the Second Chance Program for Problem Students

The committee heard testimony regarding two existing state programs that have attempted to address the dropout problem, but that may no longer be effective. Statutes establishing educational clinics for public school dropouts allow students who have dropped out of public school to enroll in an educational clinic at a private institution. However, testimony revealed that many of these private institutions are not accredited and have awarded diplomas that are not recognized by the Colorado Department of Education. This situation has resulted in numerous complaints and problems and the committee concluded that this program is no longer an effective method of addressing the dropout issue.

The second program is the Second Chance Program for Problem Students. This program allows dropout students to attend a Second Chance school outside of their school district of residence. The committee heard testimony that the Second Chance Program is no longer necessary due to the state's Public Schools of Choice law, which allows students to enroll in a school of their choice within their district or a school outside of their district of residence.

Bill A repeals the statutes establishing the educational clinics for public school dropouts and the Second Chance Program for Problem Students. Bill A is assessed as having no fiscal impact.

Bill B — ADD Screening for Disruptive Children

The committee heard testimony from teachers, counselors, and administrators about at-risk students and learned that students who are suspended or expelled are often at risk of dropping out of school. One of the grounds for expulsion is habitually disruptive behavior, which is defined as three suspensions in any one school year. State law currently requires the development of a remedial discipline plan prior to the expulsion of a student for habitually disruptive behavior.

Bill B requires a school district, in the course of developing a remedial discipline plan, to evaluate and determine whether the student has an emotional disorder or an identifiable perceptual or communicative disorder that may be considered a disability. The bill specifies that such disorders include, but are not limited to, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and bipolar disorder.

The fiscal impact statement for Bill B indicates that state, federal, and local expenditures will be affected by the provisions of the bill. Special education costs for 3,610 additional students in FY 1999-00, at a cost of $5,657 per student, total $20,421,770. Based on the current funding split for other special education programs, the state general fund will provide 20 percent of the total with matching federal funds providing an additional ten percent. The remainder, 70 percent, will be the responsibility of local school districts.

Bill C — Raising the Age for Compulsory Education

The committee discussed the need for additional sanctions on students who drop out of school prior to receiving a high school diploma. One of the ideas considered by the committee was the restriction of driving privileges for habitually truant students. The committee noted that this sanction would have little effect unless the age of compulsory school attendance was raised, so it initially considered the two actions together. However, the committee ultimately rejected the notion of restricting driving privileges for truant students and considered raising the age of compulsory school attendance by itself as a means of keeping children in school until graduation. Testimony revealed that many students do drop out at the age of 16 and that parents, schools, and the courts are powerless to keep them in school. Raising the age of compulsory school attendance would be one method of ensuring that children stay in school until they graduate.

Bill C raises the upper age of compulsory school attendance from 16 years to 17 years. The committee expects that this will reinforce the idea that staying in school is important and that it will prevent many 16-year-olds from dropping out of school prior to receiving a high school diploma.

It is anticipated that increasing the age of compulsory attendance will increase public school enrollment by approximately 1 percent of 12th grade enrollment, or 392 students. Based on current statewide average per pupil operating revenue (PPOR) of $4,650, the increase in the General Fund appropriation is estimated at $1,882,800.

Bill D — Identification of Gifted Students

The committee discussed the unique needs of gifted and talented students and considered the fact that many students who drop out of school prior to graduation may do so because they are not adequately challenged. Testimony from administrators and students in various alternative schools for at-risk students revealed that many students become disenchanted and drop out of school due to boredom and lack of challenge with traditional education programs. The committee concluded that such students need to be identified and provided with an individualized educational program that will challenge them, thereby increasing their chances of remaining in school.

Bill D requires each school district to adopt policies to ensure that any student who indicates that he or she may be gifted receives an appropriate evaluation by a committee of professionals appointed by the local school board. Upon determination that a student is gifted, the committee may recommend preparation of an individual education program (IEP) which will be reviewed annually. The bill requires that each school district provide an addendum to its plan for educating children with disabilities that will cover gifted children and requires that the plan be submitted to CDE no later than October 1, 1999.

The fiscal impact statement for Bill D was not complete at the time this report went to press. The fiscal impact of the bill depends on the interpretation of which students may be eligible for an evaluation to receive an individual education program for gifted students. If the bill implies that every student who may be gifted is eligible for consideration for an IEP by a committee of professionally qualified personnel, the program could be available to as many as 70,000 students. In this case, total program costs, including the IEP development process, IEP implementation, and administrative costs, could be as high as $108 million in FY 1999-00 and $85 million in FY 2000-01. On the other hand, if the evaluation is limited only to gifted students who show an abrupt decline in their level of performance, an increase in behavioral problems, or increasing truancy, the fiscal impact of the bill would be significantly less. Information is not available at this time to determine the cost of this scenario.

Bill E — Dropout Definition and District Reporting

Committee discussion and testimony revealed that inaccurate tracking of students who transfer to other schools poses a problem for many school districts. Under current reporting requirements, when a student transfers to another school and does not notify his or her original school, the original school must count the student as a dropout rather than as a transfer. Testimony indicated that this is a common occurrence that distorts the dropout rate in some districts. The committee also expressed concern about the current definition of a dropout, noting that the phrase "leaves school" is imprecise and leaves too much room for interpretation.

Bill E requires the State Board of Education to adopt rules that will require school districts to report the enrollment of transferring students in order to more accurately identify dropouts. The bill also modifies the definition of a dropout to mean a student who does not attend classes for six or more consecutive weeks in any one school year without a specific reason. Finally, the bill expands the definition of approved educational programs to include on-line educational programs, which were authorized pursuant to House Bill 98-1227.

Bill E is assessed as having no fiscal impact.

Bill F — Dropout Prevention Strategies

After receiving testimony from students who have dropped out of school and teachers and administrators who have worked with at-risk students, the committee considered expanding existing strategies or implementing new strategies for reducing the dropout rate. Two key issues that the committee discussed were parental involvement and the importance of retaining students who have been suspended or expelled and who therefore become at risk for dropping out of school.

Bill F implements three dropout prevention strategies. The first strategy encourages schools and school districts to make dropout prevention a local priority by requiring each school to include a dropout prevention plan in its annual accountability plan. These dropout prevention plans will be reviewed and compiled to establish each school district's dropout prevention plan.

The second strategy recognizes the parental role in a student's school attendance and educational progress. Under Bill F, a court that holds a proceeding to compel a student's attendance at school may also require parental participation in parenting classes as part of the court-ordered mandatory treatment plan for the student.

The third strategy allows expansion of the state grant program for in-school or in-home suspension programs. This program allows any public school to be eligible to receive a grant for implementation of an in-home or in-school suspension program. Bill F eliminates the $500,000 funding cap on the grant program, but does not appropriate any additional funding.

The fiscal impact statement for Bill F indicates that while no appropriation is necessary in FY 1999-00, the bill is assessed as having a conditional fiscal impact. Because there would no longer be a $500,000 statutory cap on the in-school or in-home suspension grant program, the future fiscal impact is conditional and dependent upon the number of grant programs approved annually by the State Board of Education.

MATERIALS AVAILABLE

The materials listed below are available upon request from the Legislative Council staff.

Meeting Summaries	Topics Discussed
August 4, 1998	Overview of current Colorado law regarding dropouts, existing dropout prevention strategies, including the Colorado Preschool Program; strategies currently used by school districts to encourage school attendance and to reduce the dropout rate; alternative schools and programs in Colorado, including West Valley School, Colorado's Finest Alternative School, and the Colorado Youth Challenge Corps
August 24, 1998	Continued discussion of dropout prevention strategies, including the Expelled Student Grant program, the Second Chance program, and Educational Clinics; teacher preparation and training and class size; perspectives of students in alternative programs; research indicators on at-risk youth and characteristics of successful national dropout prevention programs; identification of risk factors; in-school suspension programs
September 8, 1998	Diversity and the dropout problem; parental involvement; apprenticeship opportunities for students and obstacles to expanding existing apprenticeship programs; truancy and court-ordered penalties imposed on habitually truant students; compulsory age of attendance laws; school district tracking and reporting requirements
September 28, 1998	Consideration of proposed legislation for recommendation to the Legislative Council

Memoranda and Reports

Legislative Council and Office of Legislative Legal Services staff memoranda titles:

Current Colorado Law Regarding Dropouts, June 23, 1998

Data on State and National Dropout Rates in Secondary Schools, July 28, 1998

Dropout Prevention Strategies, July 28, 1998

Record-Keeping and Reporting Requirements, August 18, 1998

Compulsory School Attendance Laws, August 31, 1998

Driving Privileges and School Attendance, August 31, 1998

The Quantum Opportunity Program, August 31, 1998

Reports provided to the committee:

Dreams Deferred: High School Dropouts in the United States, Educational Testing Service

Dropout Prevention Data, Sheridan School District #2, August 21, 1998

What's Working in Colorado Schools? Colorado Foundation for Families and Children

Answers and Questions About Class Size: A Statewide Experiment, Jeremy D Finn and Charles M. Achilles, Fall 1990

School Dropout and Dropout Proneness: Findings from the Health Behavior Study, 1989-1992, Institute of Behavioral Science, University of Colorado, Boulder, August 24, 1998

Dropout Reduction Recommendations, Joseph C'de Baca, September 1998

Overview of Truancy, Colorado Foundation for Families and Children

CDE-2 End-of-Year Pupil Membership Data Collection, Colorado Department of Education, April 27, 1998

Teacher Perceiver: Overview, Background and Research, The Gallup Organization, 1997

Bill A

By Senator Arnold;
also Representative Gotlieb

A BILL FOR AN ACT

CONCERNING THE REPEAL OF SPECIFIC DROPOUT PROGRAMS, AND IN CONNECTION THEREWITH, REPEALING EDUCATIONAL CLINICS FOR PUBLIC SCHOOL DROPOUTS AND THE SECOND CHANCE PROGRAM FOR PROBLEM STUDENTS.

Bill Summary

"Repeal Ed Clinics & Second Chance Prog"

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Interim Committee on Dropout Rates in Secondary Schools. Repeals article 27 of title 22, which allowed for the establishment of educational clinics for public school dropouts. Repeals article 52 of title 22, which established the second chance program for problem students. Makes a conforming amendment.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. The general assembly hereby finds, determines, and declares that the public school dropout rate in Colorado remains an area of great concern. Further, the general assembly acknowledges that the statutory provisions allowing for the establishment of educational clinics for public school dropouts and the creation of the second chance program were intended to encourage dropout students to return to school and to allow these students to obtain a quality education. However, the general assembly has determined that both of these programs are no longer necessary

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and effective ways of dealing with the dropout problem. While the general assembly continues to recognize the importance of giving dropout students a second chance by providing a variety of educational opportunities for them, the general assembly recognizes that these two avenues are no longer effective means of doing so.

SECTION 2. Repeal. Articles 27 and 52 of title 22, Colorado Revised Statutes, are repealed.

SECTION 3. Repeal. 22-30.5-109 (4), Colorado Revised Statutes, is repealed as follows:

22-30.5-109. Charter schools - restrictions - establishment - number. (4) ~~If otherwise qualified, nothing in this part 1 shall be construed to prohibit any institution certified as an educational clinic pursuant to article 27 of this title, on or before April 1, 1993, from applying to become a charter school pursuant to this part 1.~~

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

OPY AVAILABLE

Bill A

Colorado Legislative Council Staff

NO FISCAL IMPACT

Drafting Number:	LLS 99-0103	**Date:**	October 21, 1998
Prime Sponsor(s):	Sen. Arnold Rep. Gotlieb	**Bill Status:**	Interim Committee on the Study of the Dropout Rate in Secondary Schools
		Fiscal Analyst:	Harry Zeid (303-866-4753)

TITLE: CONCERNING THE REPEAL OF SPECIFIC DROPOUT PROGRAMS, AND IN CONNECTION THEREWITH, REPEALING EDUCATIONAL CLINICS FOR PUBLIC SCHOOL DROPOUTS AND THE SECOND CHANCE PROGRAM FOR PROBLEM STUDENTS.

Summary of Assessment

This bill would repeal Articles 27 and 52 of Title 22, C.R.S. Article 27 allowed for the establishment of educational clinics for public school dropouts, and Article 52 established the second chance program for problem students. An educational clinic has not been approved in several years, and the second chance program is no longer necessary because the goals of the program are being accomplished through the schools of choice program.

No state funds have ever been appropriated for the two programs and repeal of these two articles is assessed as having no fiscal impact on the state or on local school districts. The bill would become effective upon signature of the Governor.

Departments Contacted

Education

Bill B

By Representative Mace;
also Senator Hernandez

A BILL FOR AN ACT

CONCERNING EVALUATIONS FOR DISABILITIES OF CERTAIN SUSPENDED STUDENTS.

Bill Summary

"ADD Screening For Disruptive Children"

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Interim Committee on Dropout Rates in Secondary Schools. Requires a school district to evaluate a child for any disability while it prepares a remedial discipline plan. A school district is required to prepare such a plan following the child's second suspension for disruption.

Requires that the child's parent, guardian, or legal custodian give written consent for the disability evaluation.

Includes attention deficit disorder ("ADD"), attention deficit hyperactivity disorder ("ADHD"), and bipolar disorder within the scope of any disability involving a significant identifiable emotional, perceptual, or communicative disorder.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 22-33-106 (1) (c.5) (IV), Colorado Revised Statutes, is amended to read:

22-33-106. Grounds for suspension, expulsion, and denial of admission. (1) The following shall be grounds for suspension or expulsion of a child from a public school during a school year:

(c.5) (IV) (A) No child shall be declared to be an habitually disruptive student prior to the development of a remedial discipline plan for the child that shall address the child's disruptive behavior, his or her educational needs, and the goal of keeping the child in school. The remedial discipline plan shall be developed after the second suspension for a material and substantial disruption. The district shall encourage and solicit the full participation of the child's parent, guardian, or legal custodian in the development of the remedial discipline plan.

(B) IN THE COURSE OF DEVELOPING THE REMEDIAL DISCIPLINE PLAN PURSUANT TO SUB-SUBPARAGRAPH (A) OF THIS SUBPARAGRAPH (IV), THE DISTRICT SHALL EVALUATE THE CHILD TO DETERMINE WHETHER THE CHILD HAS A DISABILITY AS DESCRIBED IN SECTION 22-20-103 (1.5). SUCH EVALUATION SHALL BE CONDUCTED ONLY WITH THE WRITTEN CONSENT OF THE CHILD'S PARENT, GUARDIAN, OR LEGAL CUSTODIAN. FOR PURPOSES OF THIS SECTION, ANY "SIGNIFICANT IDENTIFIABLE EMOTIONAL DISORDER OR IDENTIFIABLE PERCEPTUAL OR COMMUNICATIVE DISORDERS", AS SET FORTH IN SECTION 22-20-103 (1.5), SHALL INCLUDE, BUT NEED NOT BE LIMITED TO, ATTENTION DEFICIT DISORDER, ATTENTION DEFICIT HYPERACTIVITY DISORDER, AND BIPOLAR DISORDER.

SECTION 2. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Bill B

Colorado Legislative Council Staff

STATE and LOCAL FISCAL IMPACT

General Fund Expenditure Impact
Federal Fund Revenue and Expenditure Impact
School District Revenue and Expenditure Impact

Drafting Number:	LLS 99-0107	**Date:**	October 22, 1998
Prime Sponsor(s):	Rep. Mace Sen. Hernandez	**Bill Status:**	Interim Committee on the Study of the Dropout Rate in Secondary Schools
		Fiscal Analyst:	Harry Zeid (303-866-4753)

TITLE: CONCERNING EVALUATIONS FOR DISABILITIES OF CERTAIN SUSPENDED STUDENTS.

Fiscal Impact Summary	FY 1999/2000	FY 2000/2001
State Revenues		
General Fund		
Federal Fund	$2,042,177	$2,205,200
State Expenditures		
General Fund	$4,084,354	$4,410,400
Federal Fund	$2,042,177	$2,205,200
FTE Position Change	0.0 FTE	0.0 FTE
Other State Impact: None identified		
Effective Date: Upon signature of the Governor		
Appropriation Summary for FY 1999-2000 $4,084,354 GF, Public School Finance, Total Program		
School District Impact: The additional student evaluations in preparation of the remedial discipline plan will increase the number of students that are classified as disabled under the Exceptional Children's Educational Act. Additional school district expenditures are estimated to be $14,295,239 in FY 1999-00 and $15,436,400 in FY 2000-01.		

Summary of Legislation

Under current law, a school district is required to prepare a remedial discipline plan on a student following a child's second suspension for disruption. This bill would require school districts to evaluate the child for any disability in the course of preparing the remedial discipline plan. The evaluation, however could be conducted only with the written consent of the child's parent, guardian, or legal custodian. A "significant identifiable emotional disorder or identifiable perceptual or

communicative disorder" would include attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and bipolar disorders.

State Expenditure Impact

Evaluating students for ADD, ADHD, and bipolar disorders in preparation of a remedial discipline plan will increase the number of students that are classified as disabled under the Exceptional Children's Educational Act. The Department of Education does not collect information on the number of children that have ADD, ADHD, or bipolar disorders. Furthermore, state and local administrative units only identify the primary disability of each child with a disability. Therefore, the number of children with ADD, ADHD, or bipolar disorders that are already receiving special education services is not known.

Approximately 1.0 percent of the students in Colorado have been identified as handicapped and are receiving services under Section 504 of the Rehabilitation Act of 1973. This includes children with ADD, ADHD and bipolar disorders who do not currently qualify under state and federal special education laws. It is assumed that one-half of the Section 504 students would qualify for special education under the provisions of this bill.

The average cost per student for special education in FY 1999-00 is approximately $5,657, including $444 per student for a 16 hour special education referral and assessment. It is assumed that 3,610 students would be affected by the bill in FY 1999-00, and that 3,700 students will be affected in FY 2000-01. Program costs are assumed to be split as follows: 20 percent state General Fund obligation; 10 percent matching federal funds; and 70 percent local school district support. This is based on the current funding split for other special education programs. Table 1 identifies the funding requirements of the bill.

Table 1. Bill B Funding Requirements, FY 1999-00 and FY 2000-01

	FY 1999-00	FY 2000-01
Number of students affected	3,610	3,700
Cost per student	$5,657	$5,960
State General Fund (20%)	$4,084,354	$4,410,400
Federal Funds (10%)	2,042,177	2,205,200
Local School District (70%)	14,295,239	15,436,400
Total Cost	$20,421,770	$22,052,000

School District Impact

The bill will increase the number of special education children identified under the Exceptional Children's Educational Act. It will also require an increase in the number of special education teachers and related services personnel required at the school level. It is assumed that 70 percent of

the program costs will be a local school district obligation. Local school district costs are projected to be $14,295,239 in FY 1999-00 and $15,436,400 in FY 2000-01.

State Appropriations

The fiscal note implies that the FY 1999-00 General Fund appropriation for Public School Finance, Total Program, be increased by $4,084,354.

Departments Contacted

Education

Omissions and Technical or Mechanical Defects

The bill does not allow school districts the option of identifying children with ADD, ADHD, and bipolar disorders under the category of physical disabilities. This is in conflict with 2220-R-2.01 of the Rules for the Administration of the Exceptional Children's Educational Act.

Bill C

By Senator Hernandez;
also Representative Gotlieb

A BILL FOR AN ACT

CONCERNING AN INCREASE IN THE AGE FOR COMPULSORY SCHOOL ATTENDANCE.

Bill Summary

"Raising The Age For Compulsory Education"

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Interim Committee on Dropout Rates in Secondary Schools. Raises the age of public school students who must attend school from 16 to 17. Makes a conforming amendment.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 22-33-104 (1), Colorado Revised Statutes, is amended to read:

22-33-104. Compulsory school attendance. (1) Except as otherwise provided in subsection (2) of this section, every child who has attained the age of seven years and is under the age of ~~sixteen~~ SEVENTEEN years, except as provided by this section, shall attend public school for at least one thousand fifty-six hours if a secondary school pupil or nine hundred sixty-eight hours if an elementary school pupil during each school year; except that in no case shall

a school or schools be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education.

SECTION 2. 22-33-107 (3) (a), Colorado Revised Statutes, is amended to read:

22-33-107. Enforcement of compulsory school attendance. (3) (a) As used in this subsection (3), a child who is "habitually truant" means a child who has attained the age of seven years and is under the age of ~~sixteen~~ SEVENTEEN years having four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year. Absences due to suspension or expulsion of a child shall be considered excused absences for purposes of this subsection (3).

SECTION 3. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Colorado Legislative Council Staff

STATE and LOCAL FISCAL IMPACT

State General Fund Expenditure Impact
School District Revenue and Expenditure Impact

Drafting Number:	LLS 99-0105	**Date:**	October 22, 1998
Prime Sponsor(s):	Sen. Hernandez Rep. Gotlieb	**Bill Status:**	Interim Committee on the Study of the Dropout Rate in Secondary Schools
		Fiscal Analyst:	Harry Zeid (303-866-4753)

TITLE: CONCERNING AN INCREASE IN THE AGE FOR COMPULSORY SCHOOL ATTENDANCE.

Fiscal Impact Summary	FY 1999/2000	FY 2000/2001
State Revenues General Fund		
State Expenditures General Fund	$1,882,800	$1,882,800
FTE Position Change	0.0 FTE	0.0 FTE
Other State Impact: None identified		
Effective Date: Upon signature of the Governor		
Appropriation Summary for FY 1999-2000 $1,882,800 GF, Public School Finance, Total Program		
School District Impact: It is estimated that the number of students enrolled in public school would increase by 392 students. This increase would be accompanied by $1,882,800 in additional state support.		

Summary of Legislation

This bill would raise the age of compulsory school attendance from 16 years of age to 17 years of age.

State Expenditures

Current law requires every child who has attained the age of seven years and is under the age of 16 years (with certain exceptions) to attend public school. The dropout rate is an annual rate reflecting the percentage of all students enrolled in grades 7 through 12 who leave school during the

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Bill D

By Representative Gotlieb;
also Senator Tebedo

A BILL FOR AN ACT

CONCERNING EDUCATION OF GIFTED STUDENTS.

Bill Summary

"Identification Of Gifted Students"

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Committee on Dropout Rates in Secondary Schools. Requires each administrative unit to adopt policies to ensure that any student who indicates that he or she may be gifted receives an evaluation to determine whether the student should receive an individual education program (IEP) for gifted students.

Specifies that the determination of whether a student is gifted and should receive an IEP shall be made by a committee of professionals appointed by the school district board of education. Instructs the committee to work with the student's parents. Applies the existing procedures for appealing the determination of a disability to any appeal of the determination of whether a student is gifted.

Requires the administrative unit to provide an IEP for gifted students, based on requirements adopted by the state board of education, to any student who the committee determines to be gifted. Requires the IEP to specify whether the gifted student will achieve the school district content standards or personalized content standards included in the IEP.

Requires, rather than allows, administrative units to develop a management plan for excellence in education, which shall include the education of gifted children. Requires each administrative unit, no later than October 1, 1999, to submit to the department of education an addendum to its plan for providing an education to all children with disabilities to specify how the administrative unit will provide an education to gifted students.

Makes a conforming amendment.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 22-20-102.5, Colorado Revised Statutes, is amended to read:

22-20-102.5. Legislative declaration - identification of gifted students - required testing. (1) The general assembly hereby finds and declares that traditional assessment methods currently used do not adequately identify some gifted ~~children~~ STUDENTS, including those who are economically and culturally disadvantaged and those with disabilities; and that the state board, the department, and every administrative unit are encouraged to give the highest priority to the identification of such gifted ~~children~~ STUDENTS and to the development of educational programs which include such gifted ~~children~~ STUDENTS.

(2) (a) EACH ADMINISTRATIVE UNIT SHALL ADOPT POLICIES TO ENSURE THAT ANY STUDENT WHO PROVIDES INDICATIONS THAT HE OR SHE MAY BE GIFTED RECEIVES AN EVALUATION PURSUANT TO PARAGRAPH (b) OF THIS SUBSECTION (2) TO DETERMINE WHETHER THE STUDENT SHOULD RECEIVE AN INDIVIDUAL EDUCATION PROGRAM FOR GIFTED STUDENTS. SAID POLICIES SHALL SPECIFICALLY IDENTIFY INDICATORS THAT REQUIRE EVALUATION,

INCLUDING BUT NOT LIMITED TO CONSISTENT OUTSTANDING PERFORMANCE BY A STUDENT FOLLOWED BY AN ABRUPT DECLINE IN THE STUDENT'S LEVEL OF PERFORMANCE, AN INCREASE IN BEHAVIORAL PROBLEMS, OR INCREASING TRUANCY.

(b) THE DETERMINATION THAT A STUDENT IS GIFTED AND THE RECOMMENDATION FOR PLACEMENT OF THAT STUDENT IN AN INDIVIDUAL EDUCATIONAL PROGRAM FOR GIFTED STUDENTS SHALL BE MADE BY A COMMITTEE OF PROFESSIONALLY QUALIFIED PERSONNEL DESIGNATED BY THE BOARD OF EDUCATION OF THE SCHOOL DISTRICT OR BY THE GOVERNING BOARD OF THE BOARD OF COOPERATIVE SERVICES IF THE ADMINISTRATIVE UNIT ENCOMPASSES MORE THAN A SINGLE SCHOOL DISTRICT. THE STATE BOARD SHALL PRESCRIBE THE COMPOSITION OF THE COMMITTEE, WHICH MAY BE COMPOSED OF, BUT NOT LIMITED TO, THE FOLLOWING: THE DIRECTOR OF SPECIAL EDUCATION FOR THE ADMINISTRATIVE UNIT; A PSYCHOLOGIST; A SOCIAL WORKER; A PHYSICIAN; A SCHOOL ADMINISTRATOR; AND A TEACHER OF GIFTED STUDENTS. THE COMMITTEE SHALL UTILIZE GUIDELINES RECOMMENDED BY THE DEPARTMENT TO DETERMINE THE MOST APPROPRIATE PROGRAM IN WHICH TO EDUCATE THE STUDENT. THE COMMITTEE SHALL GIVE THE STUDENT'S PARENTS AN OPPORTUNITY TO CONSULT WITH THE COMMITTEE OR A REPRESENTATIVE THEREOF PRIOR TO A DETERMINATION OF WHETHER THE STUDENT IS GIFTED.

(c) IN THE EVENT OF AN APPEAL OF THE DETERMINATION OF BEING GIFTED OR OF THE PLACEMENT OF A STUDENT IN AN INDIVIDUAL EDUCATIONAL PROGRAM PURSUANT TO THIS SUBSECTION (2), OR AN APPEAL OF THE PROGRAM

TO BE OFFERED, THE APPEAL PROCEDURES SHALL BE THE SAME AS THOSE PROVIDED IN SECTION 22-20-108 (3).

(3) EACH STUDENT DETERMINED BY THE COMMITTEE TO BE GIFTED PURSUANT TO SUBSECTION (2) OF THIS SECTION SHALL BE PROVIDED WITH AN INDIVIDUAL EDUCATIONAL PROGRAM FOR GIFTED STUDENTS THAT SHALL BE DEVELOPED IN ACCORDANCE WITH REQUIREMENTS ESTABLISHED BY THE STATE BOARD AND SHALL BE REVIEWED ANNUALLY. SUCH INDIVIDUAL EDUCATIONAL PROGRAM SHALL SPECIFY WHETHER SUCH STUDENT SHALL ACHIEVE THE CONTENT STANDARDS ADOPTED BY THE DISTRICT IN WHICH SUCH STUDENT IS ENROLLED OR WHETHER SUCH STUDENT SHALL ACHIEVE INDIVIDUALIZED STANDARDS WHICH WOULD INDICATE THE STUDENT HAS MET THE REQUIREMENTS OF SUCH STUDENT'S INDIVIDUAL EDUCATIONAL PROGRAM.

SECTION 2. 22-20-103 (3.7), Colorado Revised Statutes, is amended to read:

22-20-103. Definitions. As used in this article, unless the context otherwise requires:

(3.7) "Gifted children" AND "GIFTED STUDENTS" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs.

SECTION 3. 22-20-104.5 (1), Colorado Revised Statutes, is amended to read:

22-20-104.5. Plan for academic excellence - inclusion of gifted children -cooperation. (1) Administrative units ~~may~~ SHALL develop and implement a management plan for excellence in education which shall include

the education of gifted children. Any plan developed and implemented pursuant to the provisions of this section shall satisfy any criteria for accreditation which have been established by the state board. No management plan shall be implemented by an administrative unit unless adequate funding is provided for such implementation.

SECTION 4. 22-20-106 (2) and (3), Colorado Revised Statutes, are amended to read:

22-20-106. Special educational programs. (2) Each administrative unit shall submit a plan to the department indicating how the school district will provide for education of all children with disabilities between the ages of five and twenty-one and, on and after January 1, 1992, between the ages of three and twenty-one. Each unit plan shall include the type and number of children with disabilities in the unit based upon the department's criteria of incidence, the services to be provided, and the estimated resources necessary. An addendum to the administrative unit's plan to cover gifted children ~~may~~ SHALL be submitted by ~~January 1, 1980~~ OCTOBER 1, 1999.

(3) Administrative units shall make available special educational services for the education of any child with a disability between the ages of five and twenty-one and, on and after January 1, 1992, between the ages of three and twenty-one under jurisdiction of the administrative unit and ~~may~~ SHALL serve gifted students. In providing these services, an administrative unit shall pay for salaries and employee benefits of certified special education teachers and special education staff; equipment; in-service training of the staff of an administrative unit who have pupil contact; mileage expenses incurred by staff; the costs of educational services for a child in an eligible facility; or any other

expenses related to special education. Special education services may be provided by community centered boards in cooperation with administrative units and school districts.

SECTION 5. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Bill E

By Senator Tebedo,
also Representative Mace

A BILL FOR AN ACT

CONCERNING REPORTING OF DROPOUT RATES OF STUDENTS IN SECONDARY SCHOOLS IN THE STATE.

Bill Summary

"Dropout Definition & District Reporting"

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

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Interim Committee on Dropout Rates in Secondary Schools. Modifies the definition of a "dropout" to mean a student who has been absent from class for 6 consecutive weeks or more in any one school year.

Requires the state board of education to adopt rules to require school districts to report the enrollment of transferring students in order to more accurately identify dropouts.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 22-2-114.1 (3), Colorado Revised Statutes, is amended to read:

22-2-114.1. Dropout rates - collection of data on grades seven through twelve and development of plans. (3) (a) For the purposes of this section, a "dropout" means a person who ~~leaves school for any reason~~ HAS

Bill E

BEEN ABSENT FROM CLASS FOR SIX CONSECUTIVE WEEKS OR MORE IN ANY ONE SCHOOL YEAR, except FOR REASONS OF expulsion or death, before completion of a high school diploma or its equivalent and who does not transfer to another public or private school or enroll in an approved home study program OR IN AN ON-LINE PROGRAM PURSUANT TO SECTION 22-33-104.6.

(b) The state board shall also collect data on the students who have dropped out of a regular course of study but who are enrolled and pursuing an alternative program of study.

SECTION 2. 22-2-109 (1), Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW PARAGRAPH to read:

22-2-109. State board of education - additional duties. (1) The state board of education shall:

(q) ADOPT RULES THAT REQUIRE THE REPORTING BETWEEN SCHOOL DISTRICTS OF THE ENROLLMENT OF ANY STUDENTS WHO HAVE TRANSFERRED TO ANOTHER SCHOOL OR SCHOOL DISTRICT WITHIN THE STATE. SUCH RULES SHALL IMPROVE THE ABILITY OF SCHOOL DISTRICTS TO ACCURATELY IDENTIFY WHICH STUDENTS HAVE IN FACT DROPPED OUT OF SCHOOL AND WHICH STUDENTS HAVE MERELY TRANSFERRED TO ANOTHER SCHOOL OR SCHOOL DISTRICT.

SECTION 3. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Colorado Legislative Council Staff

NO FISCAL IMPACT

Drafting Number:	LLS 99-0104	**Date:**	October 21, 1998
Prime Sponsor(s):	Sen. Tebedo Rep. Mace	**Bill Status:**	Interim Committee on the Study of the Dropout Rate in Secondary Schools
		Fiscal Analyst:	Harry Zeid (303-866-4753)

TITLE: CONCERNING REPORTING OF DROPOUT RATES OF STUDENTS IN SECONDARY SCHOOLS IN THE STATE.

Summary of Assessment

This bill would change the definition of a "dropout" to mean a person who has been absent from class for six consecutive weeks or more in any one school year, except for reasons of expulsion or death. The definition would not apply to a student who transfers to another public or private school or enrolls in an approved home study program or in an on-line program. The State Board of Education would be required to adopt rules to require school districts to report between districts the enrollment of transferring students. The rules are designed to improve the ability of school districts to accurately identify which students have in fact dropped out of school and which students have transferred to another school or school district.

The Department of Education would incorporate these changes as part of the student data collection system under the Automated Data Exchange System. The bill is assessed as having no fiscal impact on the state or on local school districts. Schools, however, may experience an increase in paperwork in order to notify the student's previous school that a transfer has occurred.

It should be noted that the change in the definition of a "dropout" will result in a statistical increase in the number of dropouts reported in the state. The Department of Education currently collects data based on the status of the student at the end of the school year. Under the change in the definition, if a student drops out during the school year, and later returns to an educational program, the student may be double counted as enrolled and as a dropout.

The bill would become effective upon signature of the Governor.

Departments Contacted

Education

Bill F

By Representative Mace,
also Senator Tebedo

A BILL FOR AN ACT

CONCERNING DROPOUT PREVENTION STRATEGIES.

Bill Summary

"Dropout Prevention Strategies"

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments that may be subsequently adopted.)

Interim Committee on Dropout Rates in Secondary Schools. Requires the advisory accountability committee for each public school in the state to include a dropout prevention plan in its annual accountability plan. Requires each school district to include a dropout prevention plan in its accountability plan.

Allows a state court, under the compulsory school attendance act, to include a requirement of participation in parenting classes as part of the court-ordered mandatory treatment plan for the child.

Removes the $500,000 cap on the aggregate annual costs for the statewide grant program for in-school or in-home suspensions.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. 22-7-205, Colorado Revised Statutes, is amended to read:

22-7-205. Local goals and objectives and plans to improve educational achievement and graduation rates. (1) No later than June 15, 1989, and then no later than September 1, 1990, and September 1 of each year thereafter, the advisory accountability committee for each school building in the state shall adopt high, but achievable, goals and objectives for the improvement of education in its building and shall adopt a plan to improve educational achievement in the school, to implement methods of maximizing graduation rates from the secondary schools of the district, TO IMPLEMENT A DROPOUT PREVENTION PLAN, and to increase the ratings for the school's accreditation category established pursuant to section 22-11-202. Each building's goals and objectives and plan shall be reviewed by the district advisory accountability committee before its submission to the board of education of the district. Procedures for the implementation of the plan shall be included in the budget submitted to the board of education pursuant to section 22-44-108.

(2) After consultation with the district advisory accountability committee and review of its recommendations, the board of education shall compile school building goals and objectives and plans and shall report a district's high, but achievable, goals and objectives for the improvement of education in the district and a district plan to improve educational achievement, maximize graduation rates, IMPLEMENT A DROPOUT PREVENTION PLAN, and increase the ratings for the school's accreditation category established pursuant to section 22-11-202. Such report shall be made available to the public no later than October 1, 1989, and October 1 of each year thereafter.

SECTION 2. 22-33-108 (6), Colorado Revised Statutes, is amended to read:

22-33-108. Judicial proceedings. (6) In the discretion of the court before which a proceeding to compel attendance is brought, an order may be issued against the child or the child's parent or both compelling the child to attend school as provided by this article or compelling the parent to take reasonable steps to assure the child's attendance. The order may require the child or parent or both to follow an appropriate treatment plan that addresses problems affecting the child's school attendance and that ensures the child has an opportunity to obtain a quality education. THE TREATMENT PLAN MAY INCLUDE A REQUIREMENT FOR THE CHILD'S PARENT, GUARDIAN, OR LEGAL CUSTODIAN TO ATTEND, EITHER WITH OR WITHOUT THE CHILD, A COURSE IN APPROPRIATE PARENTING TECHNIQUES AND TO PROVIDE DOCUMENTATION TO THE COURT DEMONSTRATING SUCCESSFUL COMPLETION OF SUCH COURSE.

SECTION 3. 22-37-105 (1), Colorado Revised Statutes, is amended to read:

22-37-105. Administration. (1) The state board shall have the authority to approve programs under this article, the total stated costs of which shall not exceed twenty-five thousand dollars for each individual program in any one year. ~~and five hundred thousand dollars, in the aggregate, for all programs in any one year.~~

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Colorado Legislative Council Staff

STATE and LOCAL CONDITIONAL FISCAL IMPACT

State General Fund Expenditure Impact
School District Revenue and Expenditure Impact

Drafting Number:	LLS 99-0108	**Date:**	October 21, 1998
Prime Sponsor(s):	Rep. Mace Sen. Tebedo	**Bill Status:**	Interim Committee on the Study of the Dropout Rate in Secondary Schools
		Fiscal Analyst:	Harry Zeid (303-866-4753)

TITLE: CONCERNING DROPOUT PREVENTION STRATEGIES.

Fiscal Impact Summary	FY 1999/2000	FY 2000/2001
State Revenues General Fund		
State Expenditures General Fund		
FTE Position Change	0.0 FTE	0.0 FTE
Other State Impact: None Identified		
Effective Date: Upon signature of the Governor		
Appropriation Summary for FY 1999-2000: None		
Local Government Impact: More school districts may be eligible for in-school or in-home suspension grants if additional moneys are made available for this purpose. See the School District Impact Section on Page 2.		

Summary of Legislation

The State Board of Education presently has the authority to approve grant programs for in-school or in-home suspension. Each grant is for a period of two years, subject to review of the effectiveness of the program, and may be renewed for an additional two-year period. The grant for each individual program may not exceed $25,000, and the aggregate value of all grants in any one year may not exceed $500,000. This bill would remove the $500,000 statutory cap, but the bill does not appropriate additional funding for this purpose. This provision of the bill is assessed as having a conditional state and local fiscal impact.